

# Unit Planning Guide: Grade 6 Unit 5 (Weeks 21-25)

Unit Title: Grade 6 Unit 5 “Poetry—The King Of Literature”	Pacing (Duration of Unit): 5 Weeks
Grade: 6	Buffer Day(s):3-5

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

READING LITERATURE Primary Focus	READING INFORMATIONAL	WRITING	SPEAKING AND LISTENING	LANGUAGE
<b>RL.6.5</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. <b>RL.6.1</b> Cite strong and thorough textual evidence to support analysis of what the text	<b>RI.6.9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). <b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a	<b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	<b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>L.6.1</b> Demonstrate

**WIDA for English Language Learners**  
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

<p>says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.6.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.6.7</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of</p>	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when</p>	
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		<p>keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts,</p>		<p>writing.</p> <p>b. Spell correctly.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	
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		<p>definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>			
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<p><b>Meaning (*Mostly assessed through Performance Tasks/Assessments)</b></p>
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<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> <li>• Cite evidence from text</li> <li>• Distinguish central idea or theme</li> <li>• Determine the meaning of words</li> <li>• Demonstrate the command of conventions and use</li> <li>• Engage effectively in collaborative discussions</li> <li>• Analyze author's point of view/explain how conveyed</li> <li>• Use text structure to understand the text</li> <li>• Create original literary works</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> <li>• What does this poem mean to me?</li> <li>• How does a memoir tell a powerful personal account?</li> </ul>
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Acquisition (*Mostly assessed through traditional summative assessments)	
<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• What figurative, connotative, and technical language is</li> <li>• Voice, point of view, author's purpose, and genre expectations</li> <li>• Elements of fiction</li> <li>• Elements of poetry</li> <li>• Plagiarism identification</li> <li>• Elements of a powerful memoir</li> </ul> <p>ACADEMIC VOCABULARY: Pronunciation, Terms related to poetry( simile, metaphor, stanza, personification, alliteration, etc.)</p>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• Acquire knowledge of the component parts of various kinds of texts (scene, act, chapter, stanza, line, etc.) appropriate to grade 6</li> <li>• Understand voice/point of view, author's purpose, genre expectations, audience, length, and format requirements of various kinds of texts.</li> <li>• Establish and develop a plot, setting, point of view, narrative voice, and style.</li> <li>• Choose details carefully, employing knowledge of literary elements, such as diction, syntax, and figurative language.</li> <li>• Writing a memoir</li> <li>• Develop characters effectively exhibiting knowledge of characterization, traits, and types (such as static and dynamic).</li> <li>• Create original poetry by using figurative, connotative, and technical language.</li> <li>• Develop a clear and coherent text that tells a story or develops an idea.</li> <li>• Give credit for work that is used and avoid plagiarism.</li> </ul>